

ESEA Section 1003(g) School Improvement Grants (SIG)

District Name: _____ Wathill Public School _____
County-District Number: _____ 87-0013 _____

Introduction

School Improvement Grants, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEA = Nebraska Department of Education or NDE), to local educational agencies (LEA = districts) for use in eligible schools that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, these school improvement funds are to be used to implement identified Intervention Models in the persistently lowest-achieving schools identified as:

Tier I Schools means the five (5) or 5% (whichever is greatest) of all lowest-achieving Title I schools identified to be in school improvement, corrective action, or restructuring plus any Title I served secondary school with a graduation rate of less than 75% over the three latest years that was not captured in the above five schools.

- For every year after the initial year, previously identified Tier III schools that have a Section 1003(g) School Improvement Grant will be included and Tier I schools with school improvement waivers that are implementing the Turnaround model will be excluded.

Tier II Schools shall mean the five (5) or 5% (whichever is greatest) lowest ranked secondary schools where the “all students” group meets the minimum n-size for AYP that are eligible for, but do not receive, Title I funds plus any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate of less than 75% over the three latest years and was not captured in the above schools.

- For every year after the initial year, previously identified Tier II schools that have a Section 1003(g) School Improvement Grant will be excluded and Tier III schools that fall within the bottom five (f) or 5% (whichever is greater of the pool of schools for Tier II will be included.

Tier III Schools means any Title I school identified to be in school improvement, corrective action, or restructuring that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II schools but has no groups of at least 30 students.

The procedure used to identify the persistently lowest-achieving schools, including the definitions used, is found in Appendix A of this application.

If a district has a Tier I school, it must apply to serve that school or explain how it lacks the capacity to serve it. If a district has a Tier I and Tier II school(s), it may elect to serve schools in both Tiers, but if it elects to serve only the Tier II school(s) and not the Tier I school(s), it must explain how it lacks the capacity to serve the Tier I school(s). If a district has Tier I and Tier III schools, it may not elect to serve only Tier III schools. Districts may submit applications that contain Tier III schools but all Tier I and Tier II schools in the state must be served, or demonstrate that districts lack the capacity to serve them, prior to any Tier III school being approved for funds.

Nebraska has received a waiver from section 1116(b)(12) of the ESEA. This waiver allows Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. Nebraska has also received a waiver of the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit Title I schools to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

To ensure commitment and support, the Cover Page of the district application must be signed by the President of the School Board and the Superintendent or Authorized Representative.

The guidance from the U. S. Department of Education for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and should be studied prior to completing this application. The guidance is on NDE’s American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:

http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

All district applications that are approved will be posted at the above cited locations within 30 days of being approved. Additional information on the ESEA Section 1003(g) School Improvement Grants is also available on the U. S. Department of Education website at:

<http://www2.ed.gov/programs/sif/index.html>.

Use of Funds

In the Tier I and Tier II schools a district chooses to serve, the district must use these funds to implement one of these four school intervention models: turnaround model, restart model, school closure, or transformation model. Section 2 of this application contains the description of the four intervention models taken from the U. S. Department of Education. This description identifies all the requirements to be implemented and some permissible activities for each of the four models. These are the only activities that can be funded with the ESEA Section 1003(g) School Improvement Grants in Tier I and Tier II schools. Tier III schools that are Title I schools currently identified to be in school improvement, corrective action or restructuring can apply to use ESEA Section 1003(g) funds to implement one of these models or for other school improvement activities designed to support, expand, continue or complete school improvement activities approved in the school’s Title I Accountability Funds application. Tier III schools that are eligible for, but do not receive, Title I funds can apply for these funds to implement a variation of the Transformation intervention model. This variation of the Transformation model allows, but does not require, a school to replace the principal or the staff (Sections A and C of part (1)(i) of the model as defined in this application. This is also indicated on the Action Plans.)

Districts must demonstrate capacity to implement the selected intervention model in the first year and fully implement the model within the three years of funding of these grants.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assist with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and reporting progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Available Funds

For the three year grants that begin in 2011-12, Nebraska has \$4,237,034 of carryover funds from the American Recovery and Reinvestment Act (ARRA) and \$2,487,987 from ESEA for these Section 1003(g) funds. The ARRA funds are a one-time allocation to the State. Depending on future appropriations from Congress, the State should continue to receive similar ESEA amounts in future years. Both the ARRA and ESEA funds available now must follow the requirements of this application which includes a waiver for use over three years – 2011-12, 2012-13 and 2013-14. Districts receiving ARRA funds must complete all reporting requirements of that Act.

A district may apply for the amount of funds needed to fully and effectively implement one of the four intervention models in a Tier I or Tier II school not to exceed two (2) million dollars a year for three years per school. There is a minimum of \$50,000 per year per school. This minimum amount is not required if a district can demonstrate that it can fully implement one of the intervention models with fewer funds. Applications must contain a budget for each of the three years identifying the costs of implementing an intervention model in each school. The NDE will award grants based on the proposals by school(s) within a district. This means a district could apply for funds for more than one school but may not be funded for all the schools included in the application. The amount requested may also be reduced based on funds availability. Districts with Tier III schools can apply for the same or a lesser amount of funds per school. However, the State cannot award a grant to a district for a Tier III school unless and until all Tier I and Tier II schools in the State, that are eligible and have the capacity, receive funds.

Continued Funding

While the application will be approved for the full three years, it must be reviewed and approved for continued funding each year. There are three considerations for approval for continued funding in years two and three that will be applied on a school level basis: (1) demonstrating progress in student achievement and leading indicators, (2) being on target, or close to, meeting the timelines identified in the Action Plans and (3) spending the approved funds in a timely fashion. Each year's budget must reflect the amount of funds needed in that year. Budget forms are found in a separate EXCEL file at: http://www.education.ne.gov/ARRA/School_Improvement_Grants.html
<http://www.education.ne.gov/federalprograms/excel/SIGBudgetPgs.xls>

Supplement, not supplant

ESEA Section 1003(g) School Improvement Funds are supplemental funds (see page 29 of USDE guidance) and as such must be in addition to the regular state and local funding provided to the school. Schools that are not currently Title I schoolwide projects must become a schoolwide project in order to implement one of the intervention models. A waiver that allows this is included in the application. The waiver also allows the planning for this application to replace the required year of planning for a schoolwide project.

Letter of Intent to Apply

After notification of eligibility for an ESEA Section 1003(g) School Improvement Grant, a district must submit the Intent to Apply letter by January 10, 2011 notifying the Title I Office whether or not it will apply for a grant. The Intent to Apply letter must identify the school(s) the district intends to serve with the SIG funds. Letters of Intent must be signed by the authorized representative and submitted to Diane Stuehmer, Title I Director, electronically at diane.stuehmer@nebraska.gov or faxed to 402-471-0117.

Application Writing Assistance

NDE will provide a series of meetings and conference calls to support the districts intending to apply. Districts are encouraged to review the Reviewers Rating and Checklist designed for application reviewers to ensure that all components are addressed. The Reviewers Rating and Checklist is found in Appendix B of this application.

Application Approval Process

Nebraska will convene a panel of district and NDE staff with experience and expertise in Title I and school improvement activities to review all applications. Each application will be reviewed and rated by two panelists. The scoring checklist is included as an appendix to the district application. Each school's application will be reviewed and rated individually. Districts may submit an application that includes an application from more than one school and may include schools from any Tier. To ensure that the schools with the highest need are selected, the following process will be used to determine the applications to recommend to the State Board of Education for approval.

After the panel has reviewed and rated all applications, the score from Section 1 District information will be added to the score received by the school for Section 2 School Information for a "total score". For applications containing multiple schools, the district's score will be added to the score of each school for a "total score" for each school. The schools will be rank ordered by the total scores. The highest ranking schools will determine the finalists, considering the amount of funds requested and the amount of funds available. NDE reserves the right to adjust budget requests, if needed, to increase the number of finalists or to ensure more equitable distribution of grants relative to size of school or geographic location.

Schools that are finalists must participate in a team interview with NDE staff either on-site or via polycom. This interview is an opportunity for NDE staff to validate application responses and evaluate school staff commitment and capacity before making the recommendations for final approval.

Applications Timelines

Applications are due by midnight (Central Daylight Savings Time) on March 18, 2011 and should be submitted electronically to: diane.stuehmer@nebraska.gov. In addition, the district must submit a paper copy of the cover page signed by the district's authorized representative and the president of the school board to the address listed below.

Diane Stuehmer, Title I Director
Nebraska Department of Education
301 Centennial Mall South
PO BOX 94987
Lincoln, NE 68509

Application Contents

The ESEA Section 1003(g) School Improvement Grant application consists of

- Introduction
- Cover Page
- Section 1 – District Level Information
- Section 2 – School Level Information
- Appendix A – Definition of Persistently Lowest-Achieving Schools
- Appendix B – Checklist for Reviewers
- Appendix C – Sample Budget Forms. The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

A completed application includes:

- A cover page signed by the president of the school board and the authorized representative of the district.
- Section 1. District Information
- Section 2. School Information (A Section 2 completed for each school in the application)
- Budget pages (EXCEL spreadsheet) for each school for each year of the grant
- A copy of each school's Profiles from the State of the Schools Report for the two previous school years.

ESEA Section 1003(g) School Improvement Grants

APPLICATION COVER SHEET

District Name: Walthill Public Schools	District Mailing Address: Walthill Public Schools 602 Main St. Box 3C Walthill, NE 68067
County/District Number: 87-0013	
District Contact for the School Improvement Grant	
Name: Ed Stansberry	
Position and Office: Superintendent	
Contact's Mailing Address: Walthill Public School 602 Main St. Box 3C Walthill, NE 68067	
Telephone: 402-846-5432	
Fax: 402-845-5932	
Email address: estansbe@esu1.org	
President of the School Board (Printed Name): Harold Dean Ross	Telephone: 402-846-5677
Signature of the President of the School Board X _____	Date: March 9, 2011
Authorized Representative of the District (Printed Name): Ed Stansberry	Telephone: 402-846-5432
Signature of the Authorized Representative: X _____	Date: March 9, 2011
The district, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the district receives through this application.	

SECTION 1. DISTRICT INFORMATION

PART A. SCHOOLS TO BE SERVED

A. 1. Complete the information in the table for each school in the district included in this application. From the eligibility letter, identify whether each school is in Tier I, II or III. **When Section 2 of this application is completed, indicate the intervention model to be implemented for each Tier I and Tier II school. Add rows as needed.**

School Name	Tier I	Tier II	Tier III	Intervention Model (Tier I and Tier II Only)			
				Turnaround	Restart	Closure	Transform- ation
Walthill Elementary	x						x
Walthill High School	x						x

A.2. If the district has determined that a Tier I or Tier II school has implemented, in whole or in part, one of the intervention models within the last two years, the district must list that school here. Districts must also complete the Action Plans and Budgets required in Part B of this application to provide evidence to demonstrate that this school has met, or is in the process of meeting, each of the requirements of that model and will have the model fully implemented within the period of availability of these funds.

PART B. DESCRIPTIVE INFORMATION DISTRICT LEVEL

Analysis of Need and Capacity

ESEA Section 1003(g) requires an analysis of need at the district level and a determination of district's capacity to provide support to use these funds to provide adequate resources and related support to each Tier I and Tier II School in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Districts are encouraged to look at existing sources of information while conducting the Analysis of Need for each school and the district. These might include profiles developed through a North Central/AdvancED Accreditation or Rule 10 Continuous Improvement accreditation process, Title I Accountability plan development, schoolwide plans, or other improvement processes or plans.

The district must design and implement intervention activities consistent with the final requirements of the models for all Tier I and Tier II schools. ESEA Section 1003(g) School Improvement Grant funds can only be used to implement one of four intervention models in any Tier I or Tier II school. Each intervention model has specific requirements that must be implemented. In Section 2 Descriptive Information School Level, Action Plans and Budget forms have been designed to ensure that all the requirements of the model selected are addressed for Tier I and Tier II schools. Action Plans and Budget

forms have also been designed for Tier III schools. Section 2 of this application must be completed for each school.

Walthill Public School Analysis of Need:

- **School-wide Title 1 Program with an Accountability Grant for 2010 – 2011.**
- **In the process of AdvancEd accreditation- QAR visitation on March 15-16, 2011**
- **In the Past our Native American High performance Learning communities whole school assessment ratings show improvement**
- **Maintain smaller classrooms to keep our student/teacher ratio low**
- **Improvement on our RTI in classrooms**
- **Preschool for our high school students**
- **Community Head Start and AmeriCorps partnerships**
- **21st century grant has been sustained for years**
- **Implemented 5th and 6th grade departmentalized for easy transition to 7th grade**
- **Implemented (PLC) Professional Learning Communities to allow teachers time to communicate and examine curriculum across the grades.**
- **Working with tribal courts and NDE on attendance issues**
- **Mobility is still an issue of concern. Some students leave and return during the same school year. During their absence from here, they may attend more than one school.**
- **Analysis of data shows improvement, but state average has still not been met**

B.1. Describe the district's contribution to assist schools in their analysis of need and selection of an intervention model. A district may request funds for district level support of the efforts of their schools in implementing one of the intervention models. Requests for these funds must be included in a district level budget (Part C) and are considered part of the limitations on funding (\$50,000 to \$2,000,000 per school per year). The description should clearly indicate how district contributions and support are separate and distinct from the school's efforts and activities.

The Walthill Public School District will fully support any school improvement ideas that our school buildings require to meet the required activities detailed in this school

improvement grant application. We will not seek funds for the district level support. This is due to the fact that our school is a small PK-12 school.

- B.2. Describe factors that indicate the district has the capacity to use the school improvement funds to support each Tier I and Tier II school identified for intervention. Such factors must include: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union.

The Walthill Public School has the capacity to use the school improvement funds to support school improvement changes in our school. The Walthill Public School has been part of the Native American High performance whole school assessment process for years. Walthill has shown the capacity to review the data and show improvements. Walthill is currently seeking AdvancEd accreditation. Walthill was on the PLAS list last year and began making changes in our school to improve our academic scores. This included establishing team leads, data team, having data retreat, and working with community members to implement our ideas. The administration and staffs understands the need for improvement and are willing to work toward that improvement. The Walthill Public School District is an accredited school that has highly qualified staff with close to half of our teachers with master degrees. The parents, staff, and community are in support of our efforts to improve our graduation rate, attendance, and math and reading scores. The Walthill Public School has shown the capacity to review the data and show improvements based on the evidence below of our Cumulative Whole School Assessment Ratings over the past few years from our Native American High Performance Learning Communities.

NAHPLC DIMENSION DESCRIPTIONS

1. COMMUNITY-BASED PARTICIPATORY DECISION-MAKING AND VISION

Our school has a clearly defined decision-making process that involves parents, tribal leaders, teachers, and other community members in a broad range of factors affecting the school including budget, hiring, and curriculum. We have a vision for student success and a school improvement plan to implement that vision into which the planning and outcomes of our federal programs are integrated. We have a commitment to collective responsibility for high achievement of all students and are consistently identifying and addressing their needs. We create and maintain relationships with the school board, who represents our community, and with the tribe(s) in order to foster political support for the school to realize its vision.

2. SPIRITUALITY

Our school recognizes the history and tradition of the tribal affiliation of the students. We accept that this traditional way of understanding relationships and values is an important and fundamental aspect of students' lives and learning. Our school staff recognizes and respects the role that spirituality plays in students' sense of pride, self-esteem, and cultural identity. We organize our school year and curriculum to reflect our respect for tradition and cultural relevance.

3. TRIBAL, COMMUNITY, AND FAMILY SUPPORT AND INVOLVEMENT

Our school encourages parents, extended family members, and tribal leaders - in particular elders - to participate in school life in multiple ways. We have designed programs to increase community involvement and build a positive community of support for our students. We work with our community and tribal agencies to address the mental health, social services, and basic needs of students, parents, and community. We work with all of our community to improve teaching and learning. Our parents and community are actively engaged in student learning and school life. Programs are designed specifically for parents and the community to become actively involved in student learning. Our school serves as a community resource and works to strengthen the community.

4. MAXIMUM USE OF TECHNOLOGY

Our school has integrated various technologies across the school to support and enhance teaching and learning. We use technology to support individualized instruction with students. We have connections through distance learning with other schools serving Native American students as well as institutions doing creative and innovative instruction. We use distance learning to strengthen our curriculum and offer special courses for students, teachers, and community. All of our students and staff are well trained in the technologies used in our school and our school is a resource to the tribe(s) and community.

5. LITERACY AND ENGLISH LANGUAGE DEVELOPMENT

Literacy is the key to our students' success. We have identified and are implementing programs that increase our students' reading, writing, and speaking skills. Our students are challenged to think creatively using all of the models from each of the academic disciplines. Our students have mastered the Nebraska standards for reading, writing, and speaking. Our students are competent learners and bridge their skills into academic and community projects. Teachers have used professional development opportunities to increase their skills in working with students in literacy and English language development.

6. REACHING AND MAINTAINING HERITAGE LANGUAGE AND INDIGENOUS CULTURE

Our school values the heritage language and culture of the students and families in our community. We have a heritage language program with clear goals, instruction in both English and heritage language, and a coherent curriculum sequence that encourages the spoken and written use of heritage language. Teachers are trained in second language teaching methods, and are familiar with the research around language acquisition. Communication and school materials are available and widely disseminated to parents and the community in their heritage language. Our program includes a range of culturally appropriate activities, including activities both in and out of school that connect students to their history and tradition. Elders and heritage language speakers are used as para-professionals to support the classroom teachers and students with language and cultural content. Students have reached a high level of understanding of their affiliation to their tribe(s) and are learning to speak their native language.

7. HIGH EXPECTATIONS AS ARTICULATED IN GOALS AND STANDARDS

Our school has created and sustains a vision of high expectations for all students. The vision includes a set of core beliefs about how students learn in light of cultural,

socioeconomic, language, life experience, and learning differences. It also includes a commitment to removing barriers to student success. We have adopted high standards in core content areas and expect all students to achieve them. Teachers have received training on the integration of standards into curriculum and instruction. Goals and standards are articulated for core academic subjects. These goals and standards are linked to a student assessment system. Our curriculum and instruction supports our commitment to high expectation for all students. Our staff actions and behaviors demonstrate this common vision. We meet the diverse academic, social, cultural, health, emotional and literacy needs of our students. We provide supports and safety nets to ensure all students have access to and can master high content standards in all curricular areas. Our school organizes classes, schedules, counseling support services, and social activities to build on our commitment to our students and their families.

8. ALIGNED ASSESSMENT

Our school uses alternative assessments for student learning that are culturally appropriate, complement, and supplement standardized tests. All assessments are linked to goals and standards. Teachers are trained in using assessment data to target student needs and improve programs. Teachers and administrators regularly collect, disaggregate, and analyze data about student and school performance for the purpose of continuous improvement. Administration, faculty, and school board have a broad knowledge and understanding of the uses of all kinds of data to assess program strength based on standards of high performance. There is a deeply held belief that assessment must be diverse and respect the differences in our community.

9. PROFESSIONAL STAFF CONNECTED TO THE COMMUNITY CULTURE

Our administrators, faculty, and staff are a community of learners with a priority to connect to the tribe(s) they serve, their culture, their language, and their children. Our school staff is continuously engaged in a broad variety of high quality professional development and individual learning activities consistent with the learning needs of the students and our curriculum goals and standards. These activities connect us with other teachers in other schools, to larger professional communities, to technical support providers, and foremost to the students, their parents, their community, and their tribe(s). We have integrated tribal traditions, history, and other relevant cultural activities into our teaching and we understand and honor the significance and unique nature of the students and communities we serve. We use the cultural resources in our community including the elders, to supplement our own knowledge and experience.

10. SCHOOL CULTURE CONGRUENT WITH HOME CULTURE

Our school administration, faculty, and staff have studied the history and tradition of the tribe(s) that we serve and use this traditional knowledge to structure the school setting and educational experience. Tribal leaders and elders participate in the development and delivery of curriculum, help to plan, and integrate tribal experiences into the school calendar and classroom instruction. Tribal values have been developed by the tribal council and school board and are used as a standard for all members of the learning community. The school board and tribal council understand their roles in honoring the heritage of the tribe(s) we serve. The school includes the students' cultural background and educational needs in its vision, decision-making, and all of its programs.

**Walthill School Cumulative WSA Ratings for
Native American High Performance Learning Communities
2002, 2003, 2004, 2005, 2006, 2007, 2008 and 2009**

Dimensions	Years	Level 1	Level 2	Level 3	Level 4	Level 5
1	2002					
	2003					
	2004					
	2005					
	2006					
	2007					
	2008					
	2009					
2	2002					
	2003					
	2004					
	2005					
	2006					
	2007					
	2008					
	2009					
3	2002					
	2003					
	2004					

Dimensions	Years	Level 1	Level 2	Level 3	Level 4	Level 5
	2005					
	2006					
	2007					
	2008					
	2009					
4	2002					
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	2005					
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	2009						

- B.3. If the district is not applying to serve each Tier I school in the district, provide an explanation as to why it lacks the capacity to do so. Lack of capacity must address the same factors listed above: sufficient human and fiscal resources, past history of successful reform initiatives, credentials of staff, ability to recruit and employ a new principal and new teachers, support of parents, community and the teachers union. A district with both Tier I and Tier III schools may not elect to serve only Tier III schools.

The district is applying for both schools in Tier 1. The Walthill Public School District is applying for the SIG grant and has the capacity to support it.

- B.4. ESEA Section 1003(g) funds are intended to turn around a low-performing school. Major changes required in such a turn around may require external assistance from a person(s) or a company(s). External assistance might be desirable to assist with specific activities to meet the requirements of the intervention model selected. If a district elects to have an external provider, the district must identify the provider(s) by name or company; the reasons or rationale for selecting this provider; the specific services to be provided; the reasons for selecting this particular provider; the specific services to be provided; the qualifications, including expertise and experience of the provider; and the procurement method used for securing and selecting the provider(s). Note: The Intervention Project Manager is not considered an external provider since he/she must be an employee of or on contract with the district and work full- or part-time in the school.

External assistance would be:

- **Shannon Collin – ESU1 coach for our school improvement. She was with us for our NAHPLC and assisted with our AdvancEd accreditation.**
- **Richard Schoonover – NDE representative for our School Accountability.**
- **Carol Rempp – Multicultural awareness and resources**
- **Instructional materials to support our curriculum**
- **Interactive board knowledge training to assist our students in necessary skills**
- **Technology programs to meet our students at their level, beginning to advanced.**
- **ESU1- has agreed to partner with our district in providing professional development in our areas of need. Below is a listing of professional growth ideas that the Walthill Public School will partner with the ESU1 upon receiving the funding from this School Improvement Grant.**
- **See ESU1 partnership ideas below:**

Walthill Public School and ESU1 partnership

Native American PLAS Grant Activities

Training Initiative:

Ruby Payne and Robert Marzano partnership for three years

Purpose:

Build a three-year strategic plan using Ruby Payne to address improving learning for students of poverty. The model includes training of ESU staff and school staff. Expectations will be to include the training information as part of each district's school improvement process. Marzano training will include having ESU personnel become trained facilitators for Marzano in the use of his instructional strategies to improve student achievement.

Budget:

A half day of training by Ruby Payne or Robert Marzano and consultant work during the 2010–2011, 2011–2012, 2012–2013 school years. Cost per year is estimated at \$27,000, or \$9,000 per district.

Training Initiative:

National conferences for school and ESU staff to develop a trainer of trainers model to maintain district school improvement initiatives.

Purpose:

Build the capacity of the ESU #1 staff development team members working monthly in each of the four Native American districts, along with building internal training capacity for each of the districts.

Budget:

AdvancED National Conference to be attended by four ESU staff developers and four representatives from each school's leadership team on school improvement, for a total of 20 staff persons per year representing ESU #1, Walthill High School, Santee High School, Winnebago High School, and Umo Ho Nation High School. Cost per year estimated at \$34,000 for the group. The cost per individual district is \$8,500 per year for three years.

Training Initiative:

MAP Trainer of Trainers

Purpose:

The MAPs assessment is used by each of the four school districts to review student achievement data and also is used as each district's summative assessment model to meet Rule 10 requirements. Each

ESU staff developer and school psychologist will be trained as data experts using the MAPs assessment information. In turn, they will train school personnel and work with individual teachers on how to use the data, including leading and supporting annual data retreats in each school district.

Budget:

The cost for each training is \$3,700. Five trainings will be required to attain the necessary skills. Two trainings will be offered per year at a cost of \$7,400. In the third year, one training will occur at a cost of \$3,700. The total cost for all three years will be \$18,500. The three districts will pay a fee of \$2,400 per year for the first two years and a fee of \$1,233 the third year for the training.

Training Initiative:

AIMSweb Trainer of Trainers

Purpose:

AIMSweb is used by each of the four school districts to review student curriculum-based measures in reading, writing, and mathematics to shape classroom instruction. The information is also used by each school district as part of their RtI initiative. Each ESU staff developer and two school psychologists will be trained as data experts using AIMSweb assessment data information. In turn, they will train school staff on how to use the AIMSweb data in making classroom decisions. This information will also be used as part of each district's annual data retreat.

Budget:

The cost for this training is \$800 per person plus four nights of lodging. Total cost for the initiative is \$7,200. This will be a one-time fee with each district paying \$2,400 the first year of implementation.

Training Initiative:

21st Century Skills Facilitators

Purpose:

Train 20 ESU and school staff employees to be 21st Century Skills Facilitators. The objective of the Professional Development Affiliate Program is to ensure 21st Century readiness for every student by establishing a network of professional development experts.

Budget:

The cost is \$26,000 for the two-day training by an individual from The Partnership for 21st Century Skills to be implemented in the first year. Each district will pay a one-time fee of \$8,000 for the training in the first year.

Training Initiative:

Leadership Development

Purpose:

Train school administrators to be instructional leaders for each district. The objective is to use McRel trainers to work with the administrators from each district to receive training on teacher evaluations as they are tied to student achievement. McRel's Balanced Leadership training and Power Walkthrough training, along with onsite and offsite mentoring activities will be used to develop highly trained instructional leaders to improve student achievement and address the drop out rate in each district.

Budget:

\$36,000 per year for three years for eight high school administrators to be trained by McRel in various aspects of school leadership to improve student achievement and reduce the high school drop out rate. This will also include onsite mentoring, along with conference calls and using Skype for training activities

- ▶ Year one: \$12,000 per school to train the high school administrators on Balanced Leadership activities and Power Walkthrough.
- ▶ Year two: \$12,000 follow-up on-site training by McRel along with having the administrators from each high school attend the McRel Summer Institute.
- ▶ Year three: \$12,000 on-site mentoring and follow-up, including the purchase of hardware to electronically evaluate teaching staff using the McRel model.

Training Initiative:

Professional Development for Mathematics

Purpose:

Provide classroom support and act as a math coach to make classroom observations, modeling lessons, and pre and post observation follow-up. Having a coach at each school one day per month would provide opportunities to get to know the students, teachers, and schools and between sessions, the coach could communicate through email.

Bringing all of the teachers from the four schools together would allow them to share information, discuss teaching strategies and receive "mini-training." The expertise of this group regarding their students and schools would be valuable to everyone. The group could utilize Skype or distance education technology to meet 6-9 times per year and the teachers will be provided with a stipend for each of the meetings.

The purchase of materials and resources would be provided, including the purchase of NCTM Journals, a monthly magazine for middle level and high school. In addition, electronic access is provided to previous issues of the journals. There is a wealth of professional development and resources provided in each issue.

Training with all staff at the school to create a systematic and systemic process. This could be completed during an existing staff development day and the topics could include school wide problem-solving plan, strategies for enhanced vocabulary acquisition, homework, L to J, and brain based learning, etc. Math content specific trainings could be conducted in the ESU #1 area to build a wider network of mathematics teachers. The training would focus on the Nebraska State Standards in the area of Number Sense, Algebraic Concepts, Geometric Concepts and Probability and Statistics Concepts. The utilization of data provided by MAPs testing provides a wealth of information about student achievement on all Nebraska Mathematics Standards Concepts.

Budget:

\$36,000 per year or \$12,000 per school district per year for three years, which includes the cost of the trainer at \$500 per day plus expenses. This also includes paying for substitute teachers, materials, and ESU staff development support. The total cost will be \$108,000 for the three school districts for three years.

Training Initiative:

21st Century Learning that embeds technology into the curriculum

Purpose:

Provide hardware and software for students and teachers that include training on how to use the various software packages across the curriculum. The goal is to train teachers on how to use computer software on laptops, iPods, and iPads to enhance the curriculum. All teachers at the high school will be provided with a laptop computer with the following software on each computer: Microsoft Office, iWorks, iLife, Adobe Premier Pro, and Adobe CS5. The expectation will be to use the various pieces of technology to enhance instruction and support students as they incorporate the use of technology in the learning process. ESU #1 will provide training for high school staff on the use of the various pieces of technology and software at no charge to the districts.

Budget:

Year one will include the purchase of the software for 60 computers at a total cost of \$47,200. A lab will be purchased for each school to include 20 iPads, 20 iPods, and 20 Macbook Pro laptops to be used in the high school classrooms. The cost for 60 iPads is \$36,000, for 60 iPods is \$18,000 and for 60 Macbook Pro computers is \$66,000. This equates to \$12,000 per school for iPads, \$6,000 for iPods, and \$22,000 for a Macbook lab. This is a one-time cost for the school districts and the training will be provided by ESU #1.

Cost per district for all of activities with the exception of the last technology initiative is \$54,300 per year.

- B.5. Since each Tier I or Tier II school receiving ESEA Section 1003(g) funds will be a schoolwide project, all programs and services provided in the school should be aligned to the selected intervention model. The school level Analysis of Need section of this application should involve staff from the various programs and services in the school. Describe the steps the district will take to ensure that other programs and resources are aligned to support the school in implementing an intervention model. Identify the specific programs and sources of funds.

The Walthill Public School District has programs in place to help support the SIG grant. Students are taken to college visits and provided advanced placement courses. The Walthill Public School District will develop and incorporate similar strategies of the SIG grant into our elementary and junior high programs. Walthill Public School staff meets monthly for Professional Learning Community meetings. The Walthill Public School will also allow time for entire staff meetings to align our curriculum PK-12 to meet State Standards.

- B.6. If the selected intervention model includes increasing school time, changing governance at the school level, etc., the district may need to modify existing practices or policies to enable its schools to implement the interventions fully and effectively. Describe the steps the district will take, if necessary, to modify policies and practices.

The Walthill Public School District will support any changes necessary to fully support the SIG grant ideas of increasing school time. This will include before /after school hours and summer school. The Walthill Public School District will continue our efforts of student support with small class sizes and homeroom teachers.

- B.7. Describe the steps the district is prepared to take to sustain the intervention model(s) in the selected school(s) after the ESEA Section 1003(g) funds are no longer available. The response might include how the district will institutionalize changes made to meet requirements, adopt changes throughout other schools, or support the school or school(s) throughout the process to fully implement the selected intervention model(s).

The Walthill Public School District will examine possible changes in the budget to help sustain the transformation model. The Walthill Public School District will be able to sustain programs by training our staff to be the leaders and mentors for the future. The ESU1 staff will be fully trained in our transformation ideas and available to provide assistance to sustain our ideas. Our technology upgrades due to the SIG grant opportunity will allow our district to place technology improvements on a rotation basis to maintain our school improvement ideas in our future budgets. The SIG grant will be used to sustain our goals in meeting the needs of our children. Parent Involvement has always been and will continue to be very important to meet our student needs.

- B.8. The district must establish annual goals for student achievement on the State's assessments in both Reading and Mathematics and the leading indicators in order to monitor schools that receive these school improvement funds. The chart below provides the minimum goal for each student achievement and leading indicator. The district may decide to accept these minimum

goals or set higher goals. If Tier III schools are included in this application, the district will be held accountable for meeting the annual measurable goals established in the Title I Accountability Plan for Section 1003(a) funds or these goals if using the variation of the Transformation model.

**The Walthill Public School District has our district goals the same as the state goals---
“SAME” in district goal column**

Transition to NeSA. As the State transitions to the new statewide tests, the progress goals in Reading and Math will need to transition also since it will take two years of data to determine an average statewide gain for subgroups. Reading will not have an average statewide gain for each subgroup until after the 2010-11 assessments. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2010-11, the average statewide gain for each subgroup will be available for NeSA-R. Math will not have an average statewide gain for each subgroup in 2010-11. The goal for each subgroup will be to meet or exceed the statewide average percent proficient for that subgroup. In 2011-12, the average statewide gain for each subgroup will be available for NeSA-M. If the district goal will be the same as the State goal, complete the district column with “Same”.

Area	State Goal	District Goal
Reading	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	same
Math	The gains for “all students” group and for each subgroup must meet or exceed the statewide average gain (unless the statewide average is zero then the gain must be greater than zero). Progress is MET if a majority of the groups demonstrate an increase.	Same

AYP Status (includes both Reading and Math)	Fewer NOT MET AYP decisions	Same
Graduation rate (high schools only)	Measurable increase from the previous year	same
College enrollment rate (high schools only)	Measurable increase from the previous year	same
English proficiency	Increase in percentage of English Language Learners that reach Levels 4 or 5 on ELDA (if applicable)	NA
Leading Indicators (includes dropout rate, student attendance, number and percentage of students completing advanced coursework (high school only), discipline incidents, truancy	Measureable improvement from previous year (or baseline for initial year of grant)	same
Teacher attendance and teacher performance	Measurable improvement from previous year (or baseline data for initial year of grant)	same

Statewide Average Gain – Math (2009-10 AYP Data)	
Group	Percentage points
All Students	.81
American Indian/Alaska Native	3.19
Asian or Pacific Islander	.49
White, Not Hispanic	.84
Black, Not Hispanic	-.08
Hispanic	1.30

Students eligible for free and reduced lunch	1.25
Special Education Students	1.99
English Language Learners	2.31

- B.9. Describe the process used by the district to assist its schools in developing this application. Include the district level staff, by position, that were involved in developing this application and who will be involved in supporting the implementation of the intervention models.

The Walthill Public School has been discussing the PLAS grant since our regular school board meeting on May 10, 2010. The Walthill Public School hired a new high school principal, Bryce Jorgenson, in August, 2010 to begin implementing our ideas to improve our graduation rates and school improvement goals. Emails have taken place since then about applying for the grant and the changes that need to occur to improve our graduation rate in High School and math and reading scores in our elementary. The school administrative team and staff have met numerous times to discuss the school improvement issues. The Native American Consortium Superintendents of Walthill, Winnebago, Santee, and Omaha Nation meet monthly and have discussions on the PLAS and our school improvement issues. We have similar issues such as high poverty and mobility issues that affect our graduation rates. Students and parents have been asked what the school could change to increase our attendance rate and ultimately increase our graduation rates and State testing scores. We are currently working with the Omaha Tribal Courts in addressing our attendance issues. The Walthill Public School decided to adopt a school motto from words in our mission statement to help get everyone to focus on our school improvement ideas. Our motto is: High Expectations in a Safe Environment.

- B.10 **NEW:** Nebraska has elected to expand the project period for the initial year of this grant by establishing an April approval date to allow “pre-implementation” costs to occur within the project period. Districts must identify the amount and provide a description of the use of any funds awarded under this application for Year 1 activities that are proposed to be spent between approval by the State Board (April) and July 1. See page 75 of the new guidance at: <http://www.education.ne.gov/federalprograms/index.htm>

A budget line for “Pre-Implementation Activities” is included on the budget pages.

Pre-Implementation activities will be evaluated based on: (a) relevance to the plan as a whole, (b) whether the activities are reasonable and necessary and directly related to the requirements of the selected model, (c) address the identified needs from the Analysis of Need, (d) have promise for improving student academic achievement , and (e) meet the “supplement not supplant” requirement.

Allowable activities for pre-implementation costs include:

- Family and Community Engagement: holding parent and community meetings to review school performance, discuss intervention models and develop school improvement plans;
- Rigorous review of external providers;
- Staffing: recruiting and hiring a new principal and new teachers;

- Instructional Programs: providing remediation and enrichment sessions during the summer of 2011 in schools that will adopt an intervention model at the start of the 2011-12 school year;
- Professional development and support: providing professional development to help staff implement new or revised instructional programs aligned with the school's plan and SIG intervention model; and
- Preparation for Accountability measure: developing and piloting a data system for use in SIG funded schools, analyzing data, developing and adopting interim assessments, etc.

The Walthill Public Schools will be purchasing additional instructional materials and provide professional development. The Walthill Public School will provide stipends for our staff in-service and for the costs of an outside expert on Native American Education (Ron Glodaski) We will purchase classroom supplies necessary to meet the needs of our students.

PART C. DISTRICT BUDGET

A district budget is needed only if the district is requesting funds for district support for the school(s) to assist in implementing one of the models as identified in question B.1. above. District costs are allowable but cannot cause the entire application to exceed the established funding limitations (\$50,000 to \$2,000,000) per school and must clearly be district level activities and necessary to assist the school(s) to implement one of the models.

- C.1 Describe the proposed activities, including the pre-implementation activities, and how the activities will assist the school(s) to implement, fully and effectively, one of the intervention models within the time period of this grant. See B.10 above for requirements, allowable uses, and evaluation of pre-implementation costs included in district budgets.

The Walthill Public School District will utilize funds from the SIG grant to improve our Math and Reading scores and our graduation rate. The Walthill Public School District will replace the elementary principal. The high school principal was replaced this fall due to being on the PLAS listing last year. The Walthill Public School began the implementation of our school improvement process. The Walthill Public School District will hire a project manager. The project manager will be responsible for graduation rates, attendance issues, professional development, and academic issues. The project manager will be in charge of improving our parental involvement.

The school will employ a teacher to manage our before/ after-school and summer school program. This will increase our academic learning time. The Walthill Public School District will purchase site licenses from Odysseyware or Nova Net for our credit recovery program. This will help provide our students with more individualized learning opportunities. The Walthill Public School District will employ staff to help with our credit recovery time. They will also work with our before / after-school and

summer school program. The Walthill Public School will employ necessary staff to increase our advanced placement class opportunities. The Walthill Public School District will purchase interactive white boards for classrooms.

The Walthill Public School District will employ a pre-school staff person to provide services necessary to accommodate our high school parents with children. The Walthill Public School District will need to upgrade some rooms and provide supplies for the extra staffing required in this grant.

The Walthill Public School District will employ personnel to address our attendance issues. The school will pick up students who miss the bus or are unable to get to school on time. This extra transportation and mileage cost will be included in the grant budget. The school will upgrade our phone /intercom system to keep track of students and provide assistance in tracking our students without interruption to the educational setting.

Students will be provided with computers in the classrooms. The school will employ a technology person to assist with our student and staff technology training. The Walthill Public School District will provide staffing and computers for the community library so it can be open in the evenings. This is because a lot of our students and parents of our district do not have computer access or knowledge on computers.

The Walthill Public School District will contract services from the ESU1 for staff development and services. This will included Ruby Payne, Doug Reeves, and Robert Marzano. The ESU will train our staff on utilizing MAP, DIBELS, and AIMSweb data. The ESU1 will provide services and training to help with our goal of being AdvancEd accredited. The Walthill Public School District will also provide APL and Love and Logic training for our staff. Love and Logic training will be provided for parents.

The Walthill Public School District will develop a work-study class to provide our graduates with job opportunities. The District will develop a working relationship with our local businesses to allow our students after school training in specialized areas. These areas could include but not limited to plumbing, electrical, and mechanical.

The Walthill Public School District is currently working with the ESU1, Sue Pressler and the Charlotte Danielson model and NDE in developing an effective evaluation system for teachers and principals.

The Walthill Public School District will employ a custodian to help with our extra school hours and activities.

- C.2. Complete the District Budget (EXCEL Spreadsheet will contain all budget pages, for all three years, including a summary budget for the entire application. Appendix C contains a sample

budget page for the district.) The link to all Budget Forms is found at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

NA

PART D. ASSURANCES

The district assures that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the district commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the NDE) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the NDE the school-level data required under section III of the final requirements.

PART E. WAIVERS

Check each waiver that the district will implement.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Section 2. SCHOOL LEVEL INFORMATION

Complete a Section 2 for each school included in the application.

PART A. DESCRIPTIVE INFORMATION SCHOOL LEVEL

Each school must conduct and complete the Analysis of Need (A.1.). That information should be used to select an intervention model. Action Plans (A.2.) and Budget forms are designed for each intervention model. Applicants should duplicate forms as needed and delete unnecessary forms before submitting.

School Level Information for Tier III Schools

- Tier III schools that are Title I schools in school improvement, corrective action, or restructuring have the option to use these funds to support, expand, continue or complete the plan approved for the school's Title I Accountability funds under Section 1003(a). These schools must complete the Action Plan (A.3.).
- Tier III schools that are eligible for, but do not receive, Title I funds can only apply to use these funds for a variation of the Transformation intervention model. The school must meet all of the requirements EXCEPT requirements A1 and C1. The Action Plans note this option for these Tier III schools.

In addition to the requirements of each intervention model, Nebraska is requiring each school receiving ESEA Section 1003(g) funds to have a full-or part-time Intervention Project Manager. The intervention models are designed to turnaround a school and the requirements are numerous and specific. A school making a commitment to take on the major changes involved must have a person devoted solely to managing and coordinating the process. The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The responsibilities of this person include: working with the school principal and district administrators to assisting with coordinating implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement and leading indicators, and coordinating and report progress to the NDE. The costs of the Intervention Project Manager are to be included on the budgets for each school.

Prior to completing the school Level Information, it is important to read the Guidance provided by the U. S. Department of Education. The guidance for ESEA Section 1003(g) grants provides the information needed for understanding the requirements, the four intervention models and is on NDE's American Recovery and Reinvestment Act (ARRA) and the Title I homepage at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

A.1. Analysis of Need

Information gained from a thorough analysis of need is used to identify the most appropriate intervention model and activities for each requirement. The analysis of need includes (a) Student

Achievement and Leading Indicators; (b) Services/Programs Profile; (c) Staff Profile; (d) Curriculum/Instructional Practices Profile; (e) System Profile; and (f) a description of the stakeholders involved and the process used. Schools are encouraged to use information on identified needs from other sources like data retreats, school improvement processes, schoolwide project plans, and plans developed for the Title I Accountability Funds application, if available.

Student Achievement and Leading Indicators

This analysis must include information on the following student achievement and leading indicators for each school included in the application. Annual reporting is required of each district receiving an ESEA Section 1003(g) School Improvement Grant on both. The data submitted in this application will be the baseline data for measuring progress in each of the three years of the grant.

The analysis of need for student achievement includes the Profile for each school from the Nebraska State of the Schools Report for 2008-09 and 2009-10. The Profile for each school for both years must be attached to this application. The State of the Schools Report is at:

<http://reportcard.nde.state.ne.us/Main/Home.aspx>

Complete the table below using 2009-10 data. Provide an explanation if any data is not available.

Reporting Metrics for the School Improvement Grants	
Student Achievement not captured on the Profile from the State of the Schools Report	
(1) Percentage of limited English proficient students (of all ELL students that were tested) who attained a Level 4 or 5 on the ELDA	NA
(2) Graduation rate (AYP graduation rate for high schools only)	NA
(3) College enrollment rate (high schools only)	NA
Leading Indicators	
(4) Number of minutes within the school year	69827
(5) Number and percentage of students completing advanced coursework, early-college high schools or dual enrollment classes (high schools only)	NA
(6) Dropout rate (total for high schools only)	0
(7) Student attendance rate	81.57
(8) Discipline incidents (suspensions, expulsions as reported to NDE)	47
(9) Truants (although this is a required Metric, districts do not need to report baseline data at this time)	
(10) Distribution of teachers by performance level on district's teacher evaluation system (will be collected in Spring 2011)	
(11) Teacher attendance rate (although this is a required Metric, districts do not need to report baseline data at this time)	

2009-2010 State of the Schools Report
A Report on Nebraska Public Schools**SCHOOL DISTRICT: WALTHILL PUBLIC SCHOOLS**
SCHOOL BUILDING: WALTHILL ELEMENTARY SCHOOL► [School Profile](#)**School Profile****2009 - 2010****School Characteristics**

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	41.22%	83.58%	83.93%
English Language Learners Percentage	6.56%	31.07%	20.31%
School Mobility Rate	11.89%	29.77%	26.04%
Enrollment	294,949	341	224

<http://reportcard.education.ne.gov/Page/Profile.aspx?Level=sc&CountyID=87&DistrictID=...> 2/22/2011

09-10

Percentage of Students Who Meets and Exceeds Standards - Reading

Grades	03	04	05	06
All Students (including ELL and Special Education)	*	*	*	*
Special Education Students	*	*	*	*
English Language Learners	*	*	*	*
Gender				
Male	*	*	*	*
Female	*	*	*	*
Race / Ethnicity				
American Indian / Alaska Native	*	*	*	*
Asian or Pacific Islander	*	*	*	*
White, Not Hispanic	*	*	*	*
Black, Not Hispanic	*	*	*	*
Hispanic	*	*	*	*
Free / Reduced Priced Meals	*	*	*	*
Migrants	*	*	*	*

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05	06
All Students (including ELL and Special Education)	92.00%	79.31%	92.31%	*
Special Education Students	*	*	*	*
English Language Learners	*	*	*	*
Gender				
Male	81.82%	70.59%	92.31%	*
Female	*	91.67%	92.31%	*
Race / Ethnicity				
American Indian / Alaska Native	91.67%	78.57%	92.31%	*
Asian or Pacific Islander	▲	▲	▲	▲
White, Not Hispanic	▲	▲	▲	▲
Black, Not Hispanic	*	*	▲	*
Hispanic	▲	▲	▲	▲
Free / Reduced Priced Meals	91.67%	79.31%	91.67%	*
Migrants	▲	▲	▲	▲

Percentage of Students Meeting Standards - Science

Grades	04	05
All Students (including ELL and Special Education)	89.29%	N / A
Special Education Students	*	N / A
English Language Learners	*	N / A
Gender		
Male	87.50%	N / A
Female	91.67%	N / A
Race / Ethnicity		
American Indian / Alaska Native	88.89%	N / A
Asian or Pacific Islander	▲	N / A
White, Not Hispanic	▲	N / A
Black, Not Hispanic	*	N / A
Hispanic	▲	N / A
Free / Reduced Priced Meals	89.29%	N / A

<http://reportcard.education.ne.gov/Page/Profile.aspx?Level=sc&CountyID=87&DistrictID...> 2/22/2011

09-16

Migrants	▲	N / A
Percentage of Students Meeting Standards - Writing		
		04
All Students (including ELL and Special Education)		68.00%
Special Education Students		*
English Language Learners		*
Gender		
Male		71.43%
Female		63.64%
Race / Ethnicity		
American Indian / Alaska Native		66.67%
Asian or Pacific Islander		N / A
White, Not Hispanic		N / A
Black, Not Hispanic		*
Hispanic		N / A
Free / Reduced Priced Meals		68.00%
Migrants		N / A

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards.
For further information, see comments for each standard on the school building report page.

<http://reportcard.education.ne.gov/Page/Profile.aspx?Level=sc&CountyID=87&DistrictID=...> 2/22/2011

09-10



2008-2009 State of the Schools Report
A Report on Nebraska Public Schools

SCHOOL DISTRICT: WALTHILL PUBLIC SCHOOLS
SCHOOL BUILDING: WALTHILL ELEMENTARY SCHOOL

► [School Profile](#)

School Profile

2008 - 2009

School Characteristics

School Data	State Statistics	District Statistics	School Statistics
Poverty Percentage	38.35%	84.87%	85.93%
English Language Learners Percentage	6.31%	31.85%	23.03%
School Mobility Rate	12.02%	44.07%	43.64%
Enrollment	292,023	304	199

<http://reportcard.education.ne.gov/20082009/Page/Profile.aspx?Level=sc&CountyID=87&...> 2/22/2011

08-09

Percentage of Students Meeting Standards - Reading

Grades	03	04	05	06
All Students (including ELL and Special Education)	80.00%	97.06%	84.21%	87.50%
Special Education Students	*	*	*	*
English Language Learners	*	90.91%	70.00%	85.71%
Gender				
Male	71.43%	94.74%	91.67%	*
Female	90.91%	100.00%	*	82.35%
Race / Ethnicity				
American Indian / Alaska Native	79.17%	96.97%	83.33%	91.30%
Asian or Pacific Islander	▲	▲	▲	*
White, Not Hispanic	▲	▲	▲	▲
Black, Not Hispanic	*	*	*	▲
Hispanic	▲	▲	▲	▲
Free / Reduced Priced Meals	77.27%	96.30%	80.00%	85.00%
Migrants	▲	▲	▲	▲

Percentage of Students Meeting Standards - Mathematics

Grades	03	04	05	06
All Students (including ELL and Special Education)	78.26%	85.71%	75.00%	57.14%
Special Education Students	*	60.00%	*	*
English Language Learners	*	72.73%	60.00%	46.15%
Gender				
Male	71.43%	85.00%	76.92%	*
Female	*	86.67%	*	53.33%
Race / Ethnicity				
American Indian / Alaska Native	77.27%	85.29%	73.68%	57.14%
Asian or Pacific Islander	▲	▲	▲	▲
White, Not Hispanic	▲	▲	▲	▲
Black, Not Hispanic	*	*	*	▲
Hispanic	▲	▲	▲	▲
Free / Reduced Priced Meals	80.00%	89.29%	75.00%	52.94%
Migrants	▲	▲	▲	▲

Percentage of Students Meeting Standards - Science

Grades	04	05
All Students (including ELL and Special Education)	97.14%	70.00%
Special Education Students	90.00%	*
English Language Learners	90.91%	63.64%
Gender		
Male	95.00%	75.00%
Female	100.00%	*
Race / Ethnicity		
American Indian / Alaska Native	97.06%	68.42%
Asian or Pacific Islander	▲	▲
White, Not Hispanic	▲	▲
Black, Not Hispanic	*	*
Hispanic	▲	▲
Free / Reduced Priced Meals	96.43%	68.75%

<http://reportcard.education.ne.gov/20082009/Page/Profile.aspx?Level=sc&CountyID=87&...> 2/22/2011

08-01

Migrants	▲	▲
Percentage of Students Meeting Standards - Writing		
		04
All Students (including ELL and Special Education)		78.13%
Special Education Students		*
English Language Learners		*
Gender		
Male		77.78%
Female		78.57%
Race / Ethnicity		
American Indian / Alaska Native		78.13%
Asian or Pacific Islander		N / A
White, Not Hispanic		N / A
Black, Not Hispanic		N / A
Hispanic		N / A
Free / Reduced Priced Meals		79.17%
Migrants		N / A

★ Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards.
For further information, see comments for each standard on the school building report page.

<http://reportcard.education.ne.gov/20082009/Page/Profile.aspx?Level=sc&CountyID=87&...> 2/22/2011

05-09

Student Performance Decision used for AYP	
AYP	Elementary
Reading	
All students	MET
American Indian/Alaska Native	MET
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	MET
Special Education Students	~
English Language Learners	MET
Math	
All students	MET
American Indian/Alaska Native	MET
Asian or Pacific Islander	*
White, Not Hispanic	*
Black, Not Hispanic	*
Hispanic	*
Students eligible for free and reduced lunch	MET
Special Education Students	~
English Language Learners	NOT MET
No Child Left Behind Qualified Teachers	N / A

* Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

~ To be included for AYP determinations, a group must have at least 30 students.



<http://reportcard.education.ne.gov/20082009/Page/Profile.aspx?Level=sc&CountyID=87&...> 2/22/2011

88-09

 SCHOOL DISTRICT: WALTHILL PUBLIC SCHOOLS

▶ District Profile

District Profile

2009 - 2010

District Characteristics

District Data	State Statistics	District Statistics
Poverty Percentage	41.22%	83.58%
English Language Learners Percentage	6.56%	31.07%
Special Education Percentage	15.26%	26.54%
School Mobility Rate	11.89%	29.77%
Graduation Rate Percentage	89.85%	75.00%
Attendance Percentage	94.76%	81.57%
Enrollment	294,949	341
High School Teachers Endorsed Percentage	92.69%	87.76%

<http://reportcard.education.ne.gov/Page/Profile.aspx?Level=di&CountyID=87&DistrictID=...> 3/3/2011

Percentage of Students Who Meets and Exceeds Standards - Reading

	03	04	05	06	07	08	11
<u>All Students (including ELL and Special Education)</u>	*	*	*	*	*	*	*
<u>Special Education Students</u>	*	*	*	*	*	*	*
<u>English Language Learners</u>	*	*	*	*	*	*	*
Gender							
<u>Male</u>	*	*	*	*	*	*	*
<u>Female</u>	*	*	*	*	*	*	*
Race / Ethnicity							
<u>American Indian / Alaska Native</u>	*	*	*	*	*	*	*
<u>Asian or Pacific Islander</u>	*	*	*	*	*	*	*
<u>White, Not Hispanic</u>	*	*	*	*	*	*	*
<u>Black, Not Hispanic</u>	*	*	*	*	*	*	*
<u>Hispanic</u>	*	*	*	*	*	*	*
<u>Free / Reduced Priced Meals</u>	*	*	*	*	*	*	*
<u>Migrants</u>	*	*	*	*	*	*	*

Percentage of Students Meeting Standards - Mathematics

	03	04	05	06	07	08	11
<u>All Students (including ELL and Special Education)</u>	92.00%	79.31%	92.31%	*	45.00%	*	61.11%
<u>Special Education Students</u>	*	*	*	*	*	*	*
<u>English Language Learners</u>	*	*	*	*	28.57%	*	54.55%
Gender							
<u>Male</u>	81.82%	70.59%	92.31%	*	*	*	50.00%
<u>Female</u>	*	91.67%	92.31%	*	57.14%	*	*
Race / Ethnicity							
<u>American Indian / Alaska Native</u>	91.67%	78.57%	92.31%	*	47.37%	*	61.11%
<u>Asian or Pacific Islander</u>	▲	▲	▲	▲	*	▲	▲
<u>White, Not Hispanic</u>	▲	▲	▲	▲	▲	▲	▲
<u>Black, Not Hispanic</u>	*	*	▲	*	▲	*	▲
<u>Hispanic</u>	▲	▲	▲	▲	▲	▲	▲
<u>Free / Reduced Priced Meals</u>	91.67%	79.31%	91.67%	*	44.44%	*	57.14%
<u>Migrants</u>	▲	▲	▲	▲	▲	▲	▲

Percentage of Students Meeting Standards - Science

	04	05	08	11
<u>All Students (including ELL and Special Education)</u>	89.29%	N / A	*	88.89%
<u>Special Education Students</u>	*	N / A	*	*
<u>English Language Learners</u>	*	N / A	*	90.91%
Gender				
<u>Male</u>	87.50%	N / A	*	83.33%
<u>Female</u>	91.67%	N / A	*	*
Race / Ethnicity				
<u>American Indian / Alaska Native</u>	88.89%	N / A	*	88.89%

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Asian or Pacific Islander	▲	N / A	▲	▲
White, Not Hispanic	▲	N / A	▲	▲
Black, Not Hispanic	★	N / A	★	▲
Hispanic	▲	N / A	▲	▲
Free / Reduced Priced Meals	89.29%	N / A	★	92.86%
Migrants	▲	N / A	▲	▲

Percentage of Students Meeting Standards - Writing

	04	08	11
All Students (including ELL and Special Education)	68.00%	30.00%	★
Special Education Students	★	★	★
English Language Learners	★	★	★
Gender			
Male	71.43%	★	★
Female	63.64%	★	★
Race / Ethnicity			
American Indian / Alaska Native	66.67%	★	★
Asian or Pacific Islander	N / A	N / A	N / A
White, Not Hispanic	N / A	N / A	N / A
Black, Not Hispanic	★	★	★
Hispanic	N / A	N / A	N / A
Free / Reduced Priced Meals	68.00%	★	★
Migrants	N / A	N / A	N / A

★ Data was masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in the grade or standard.
- 2) All students were reported in a single performance category.

▲ Any zero shown above is not included in computing the overall average of the standards. For further information, see comments for each standard on the school building report page.

NAI - Northwest Evaluation Association

Grade	District			State		
	Average Normal Curve Total Score (NCE Range: 1-99)	Reading	Math	Average Normal Curve Total Score (NCE Range: 1-99)	Reading	Math
5th Grade	N / A	23%	12%	N / A	56%	52%
7th Grade	N / A	16%	8%	N / A	49%	48%
10th Grade	N / A	29%	23%	N / A	54%	54%

*Reported in Student Percentile Ranges

**See data definition.

N / A: *Not Available

<http://reportcard.education.ne.gov/Page/Profile.aspx?Level=di&CountyID=87&DistrictID=...> 3/3/2011

Percentage of Students Above U.S. Average on National Tests

ACT	Grades 9-12
	N / A

NAEP - Grade 04 Mathematics

Years	National Average	State Average
2000	224	225
2003	234	236
2005	237	238
2007	238	239
2009	239	239

NAEP - Grade 08 Mathematics

Years	National Average	State Average
2000	272	280
2003	276	282
2005	278	284
2007	280	284
2009	282	284

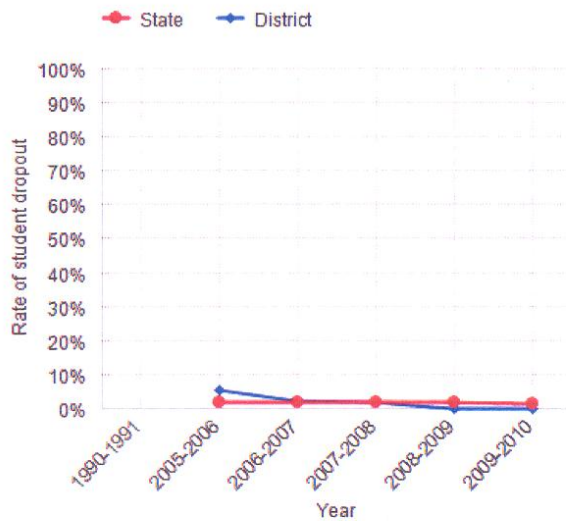
NAEP - Grade 04 Reading

Years	National Average	State Average
2002	217	222
2003	216	221
2005	217	221
2007	220	223

NAEP - Grade 08 Reading

Years	National Average	State Average
2002	263	270
2003	261	266
2005	260	267
2007	261	267

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2009-2010 State of the Schools Report
A Report on Nebraska Public Schools
SCHOOL DISTRICT: WALTHILL PUBLIC SCHOOLS
► Dropout Rate - All Students
Dropout Rate - All Students

Student Dropout Rate

Years	State	District
1990-1991		
2005-2006	1.81%	5.51%
2006-2007	1.94%	2.38%
2007-2008	1.69%	1.72%
2008-2009	1.59%	0.00%
2009-2010	1.46%	0.00%

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- (a) Student Achievement and Leading Indicators - List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Student Achievement and Leading Indicators Profile? Provide an explanation for any missing data (excluding numbers 9 – 11).

Walthill Elementary areas of need are Reading and Math proficient/ advanced levels of performance. The transformation model will provide the school with the needed funds to have high expectations in a safe environment for our students. The transformation model will provide new leadership, high quality, and job-embedded professional development, along with instructional and technological resources. The transformation model will allow us the resources to increase our academic learning time. The staff will implement new materials that will enhance our curriculum and technology to meet the needs of students to gain in the acquisition of skills to meet proficient and advanced levels in Math and Reading.

- (b) Programs/Services Profile – This profile identifies programs/services that support academic achievement for struggling students and might include summer school, tutoring programs, before and after school services; parent and family engagement; community partners, social workers, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Programs/Services profile?

Walthill Elementary would like to offer more instructional hours by offering a before/after school program and summer school. We need more instructional strategies with professional development and more technology with additional computers in the classroom. We want to utilize the funds to open the community library more hours in the week and provide the community library with computers for our children to utilize when they are not in school. Walthill Elementary wants to provide more gifted programs. Walthill Elementary will provide staff training to improve our Response to Intervention time for our students. These could be provided with this grant.

- (c) Staff Profile – An analysis of need might include a profile of teachers in the school (years of experience, education attained, etc.); professional development provided; teacher evaluation system; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified from the Staff Profile?

The Walthill Elementary teachers have a mixture of veteran and new staff members that work collaboratively to incorporate our school improvement goals. Walthill Elementary School has close to half of their teachers with master's degrees. Our staff is willing to meet after school hours to help implement new strategies. Lack of funding in the past has prevented our staff from implementing some of our professional development trainings. Walthill could provide our staff with necessary staff development to help implement programs to increase our Math and Reading mastery levels. The transformation model could provide the funding to recognize staff members who accomplish the school professional learning goals.

- (d) Curriculum/Instructional Practices Profile – An analysis of instructional practices might include alignment of curriculum to new content standards; vertical alignment of instructional approaches; use of formative and summative assessment data to inform instruction; differentiated curriculum, etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the Instructional Practices Profile?

Walthill would utilize the grant money to align our curriculum and improve our instructional practices. We would need stipends paid to teachers to allow our staff the opportunity to collaborate on instructional strategies and not take away student contact time.

Instructional Practices would include but not limited to:

- 1. Continue to analyze the assessment data**
 - 2. Analyze student learning and adjust instruction if needed**
 - 3. Continue RTI**
 - 4. Continue to implement more technology**
- (e) System Profile – Indicators of system support might include alignment of school improvement efforts and plans (NCA, Rule 10, Accountability Grants, Schoolwide Plans, etc.); extending the length of instructional time, school day, etc.; governance flexibility at the school level; etc. List identified areas of need. Compare the identified areas of need to the intervention models and the required activities for each model. How will the intervention model selected help the school to meet the needs identified in the System Profile?

Walthill Elementary is part of the AdvancEd program. We will have our QAR visit to become nationally accredited in the spring of 2011. Walthill Elementary needs to focus on attendance with help from the tribal courts. Our Math and Reading scores need to reflect more proficient and advanced levels of mastery. With the additional funds we will be able to purchase more computers to have in each classroom to meet the needs of each student. The computers will be used for the gifted students for additional challenging

material, for the student who is falling behind additional skill review, for the learning of math facts, vocabulary words, comprehension, fluent reading, problem solving, and all areas of concentrated skills.

- (f) Describe the process used, the participants involved, and the involvement of stakeholders in analyzing the needs of this school and selecting the intervention model.

Walthill Public Schools met with the school board, administrative team, staff, students, and parents in selecting the transformation model. The Walthill Elementary School staff meets monthly for their Professional Learning Communities (PLC) to assist each other, discuss ways to improve learning and teaching, ways to improve our Elementary School building, and to bring suggestions to the administration.

A.2. Action Plans

When the analysis of need is completed, the school must select one of the four intervention models, based on the identified needs, and develop plans to implement the model, fully and effectively, within the three years of this grant. It is critical to read and understand the requirements of each model before making this decision. The guidance from the U. S. Department of Education provides information, explanations, and the definitions of the four models provided below.

Four School Intervention Models (from USDE Guidance)

(a) Turnaround model:

(1) *A turnaround model is one in which a district must--*

- (i) *Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;*
- (ii) *Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,*
(A) Screen all existing staff and rehire no more than 50 percent; and
(B) Select new staff;
- (iii) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;*
- (iv) *Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;*
- (v) *Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround*

leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

- (vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;*
- (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;*
- (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and*
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students.*

(2) A turnaround model may also implement other strategies such as--

- (i) Any of the required and permissible activities under the transformation model; or*
- (ii) A new school model (e.g., themed, dual language academy).*

(b) Restart model: A restart model is one in which a district converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

- (A) Replace the principal who led the school prior to commencement of the transformation model;*
- (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--*
 - (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and*
 - (2) Are designed and developed with teacher and principal involvement;*
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;*
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the*

school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

- (E) *Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

(ii) Permissible activities. *An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--*

- (A) *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;*
- (B) *Instituting a system for measuring changes in instructional practices resulting from professional development; or*
- (C) *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

(2) Comprehensive instructional reform strategies.

(i) Required activities. *The LEA must--*

- (A) *Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and*
- (B) *Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.*

(ii) Permissible activities. *An LEA may also implement comprehensive instructional reform strategies, such as--*

- (A) *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;*
- (B) *Implementing a schoolwide "response-to-intervention" model;*
- (C) *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;*
- (D) *Using and integrating technology-based supports and interventions as part of the instructional program; and*
- (E) *In secondary schools--*
 - (1) *Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;*
 - (2) *Improving student transition from middle to high school through summer transition programs or freshman academies;*
 - (3) *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or*

- (4) *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

- (A) *Establish schedules and strategies that provide increased learning time (as defined in this notice); and*
- (B) *Provide ongoing mechanisms for family and community engagement.*

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

- (A) *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;*
- (B) *Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;*
- (C) *Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or*
- (D) *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

- (A) *Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and*
- (B) *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).*

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

- (A) *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or*
- (B) *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*

Completing the Action Plans

Since all requirements of the intervention model selected must be implemented, Action Plans have been designed to ensure that each requirement is addressed. Each requirement in the intervention model selected for this school has an Action Plan. Add tables for permissible activities if implementing more than one for each requirement. Delete the Action Plans for the other intervention models.

Activity – Not all requirements will need a “new” activity. If the school has already started implementing an activity, **within the last two years**, that meets the intervention requirement, it should be described. Instead of new Start and Implementation dates, it should be noted that it is or was already being implemented. Existing activities may or may not have costs from this School Improvement Grant. See question G-1 of the U. S. Department of Education Guidance.

The Key Steps must identify the short- and long-term steps needed to implement the intervention model. Major “Activities” should have sufficient detail in the Key Steps to allow a reviewer to determine whether the school has given serious consideration to the pieces that need to be accomplished in order to implement the intervention.

The Action Plans contain a Start Date and an Implementation Date. The Start Date should identify when the school will begin the activity. The Implementation Date is the expected date when the intervention will be operational. NOTE: The three year availability of these funds, contingent upon an annual review and approval for continued funding, means that activities can span the entire three years. However, it is expected that schools will begin meeting the requirements as soon as possible. The Action Plans must indicate the school will be able to implement the intervention model in the first year and to fully implement the model within the three years of funding.

In addition to asking schools to identify, by position, the person(s) responsible for each activity, the Action Plans ask for a description of how the school will monitor progress and evaluate the process of implementation. Each school is required to have an Intervention Project Manager who would, most likely, be the person to monitor and report progress on implementation activities.

Each Action Plan contains a field for an estimated cost over the three years. This was included to ensure that costs are being considered as plans are being developed. The estimated cost over the three years will not be cross-matched to the final figures on the budget pages. It is intended to help schools identify costs by requirement since the budget forms require costs to be separated and identified by each requirement of the intervention model selected.

Turnaround Intervention Model - 1	
Requirement(i): Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 2	
Requirement(ii): Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students, (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 3	
Requirement (iii): Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school	
Activity	
Key steps	

Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 4	
Requirement (iv): Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 5	
Requirement (v): Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the district or State, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the district or State to obtain added flexibility in exchange for greater accountability	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Turnaround Intervention Model - 6	
Requirement (vi): Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 7	
Requirement (vii): Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 8	
Requirement (viii): Establish schedules and implement strategies that provide increased learning time (as defined in the USDE Guidance)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	

Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model - 9	
Requirement (ix): Provide appropriate social-emotional and community-oriented services and supports for students	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	
Turnaround Intervention Model Permissible Activities – Copy and complete as many as needed.	
Permissible activity:	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Restart Intervention Model - 1
Requirement: Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process

Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

School Closure Intervention Model - 1	
Requirement: Close a school and enroll the students who attended that school in other schools in the district that are higher achieving	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

Transformation Intervention Model - 1	
Requirement (1A): Developing and increasing teacher and school leader effectiveness (A) Replace the principal who led the school prior to commencement of the transformation model NOTE: This requirement is an option for Tier III schools.	
Activity	Walthill will replace the principal
Key steps	Complete the application and hiring process
Start Date	May, 2011
Full implementation date	August, 2011
Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$282,793
Transformation Intervention Model - 2	
Requirement (1B): Developing and increasing teacher and school leader effectiveness (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and (2) Are designed and developed with teacher and principal involvement	
Activity	Create a new evaluation system for teachers and principals and get NDE approval. The Walthill Public School is currently working with the ESU1 and Sue Pressler following the Charlotte Danielson model to create a quality evaluation system that takes into account student growth. This will be completed before the start of next year. Sue Pressler will work with our administrators next year to develop their skills in becoming quality evaluators.
Key steps	Meetings are currently taking place at the ESU1 with Sue Pressler following the Charlotte Danielson model. This work is in collaboration with teacher, principals, superintendent, and school board to develop a quality evaluation system. Submit to NDE for final approval. This may need to be part of the teacher negotiated agreement. This may include professional growth plans as part of the evaluation process.
Start Date	January 27, 2011
Full implementation date	August 15, 2011

Person(s) responsible	Superintendent
Monitor and evaluate	Superintendent
Cost for three years	\$6,000 ESU professional development
Transformation Intervention Model - 3	
<p>Requirement (1C): Developing and increasing teacher and school leader effectiveness (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so</p> <p>NOTE: This requirement is an option for Tier III schools.</p>	
Activity	The Walthill Public School will implement the new evaluation system. The ESU1 will provide ongoing professional development in this area.
Key steps	Walthill Public School will reward teachers based on the new evaluation system. Administration and staff will need to meet to understand the evaluation and reward system. Teacher improvement plans will be implemented if student data does not show growth.
Start Date	August , 2011
Full implementation date	May, 2012
Person(s) responsible	Project manager
Monitor and evaluate	Superintendent
Cost for three years	\$6000
Transformation Intervention Model - 4	
<p>Requirement (1D): Developing and increasing teacher and school leader effectiveness (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	
Activity	Walthill Elementary will contract high-quality, job embedded professional development from the ESU1. This will include: Ruby Payne consultation, Lenny Vermaas consultation, Sue Pressler with the Charlotte Danielson model of evaluation system. MAP, AimsWeb, and DIBELS training, AdvancEd participation, and 21 st century skills. The Walthill Elementary will focus on data to check for student growth in Reading/Math areas. The Walthill Elementary will focus on our student attendance data. The Walthill

	School District belongs to the Native American Consortium where superintendents meet monthly to discuss similar academic issues.
Key steps	Contract services from the ESU1. Continue staff training on data examination and implementation of instructional ideas. Make calendar adjustments for professional development. Establish staff meeting dates and times for implementation and collaboration among staff.
Start Date	August, 2011
Full implementation date	May, 2012
Person(s) responsible	Project Manager
Monitor and evaluate	Project Manager
Cost for three years	\$60,000
Transformation Intervention Model - 5	
Requirement (1E): Developing and increasing teacher and school leader effectiveness (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school	
Activity	Implement new evaluation system that includes incentive pay for effective teachers based on student growth and professional growth plans. Recruit/retain staff necessary to implement our school improvement plan to increase our math and reading scores to meet State requirements.
Key steps	Work towards the negotiated agreement with the teachers that reward teachers based on student growth and professional growth plans. Involve all stakeholders in the recruitment/retainment of staff to fully implement our school improvement process. Provide our staff with necessary training to raise our student test scores.
Start Date	August , 2011
Full implementation date	May, 2011
Person(s) responsible	Superintendent, principal, project manager
Monitor and evaluate	Project manager
Cost for three years	\$6000
Transformation Intervention Model - 6	
Requirement (2A): Comprehensive Instructional reform strategies (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with	

State academic standards	
Activity	Walthill will conduct monthly AdvancEd team meetings to examine and analyze our student data. Identify, select, and review instructional practices necessary to fully implement our school improvement process. Our PLC teams and building teams will continue to meet monthly to review instructional practices and curriculum alignment to meet state academic standards.
Key steps	Review student data and identify instructional needs. Provide calendar changes necessary to accommodate AdvancEd team meetings and curriculum alignment. Provide staff development to examine and analyze student data.
Start Date	August, 2011
Full implementation date	September, 2011
Person(s) responsible	Principal
Monitor and evaluate	Project Manager
Cost for three years	\$7,500
Transformation Intervention Model - 7	
Requirement (2B): Comprehensive Instructional reform strategies (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students	
Activity	The Walthill School will base their instructional practices on student data and best practices. Walthill will analyze their MAPS, AimsWeb, Dibels, and NDE state testing scores to determine our reform strategies. Walthill will utilize the ESU1 for training in differential instruction.
Key steps	Train staff on examining student data and how to analyze the data. Review research-based instructional practices. Align the curriculum with the Nebraska State Standards. Make decisions on instructional practices based on this student data.
Start Date	August, 2011
Full implementation date	August, 2012
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Project Manager
Cost for three years	\$12,000
Transformation Intervention Model - 8	

Requirement(3A): Increasing learning time and creating community-oriented schools (A) Establish schedules and strategies that provide increased learning time (as defined in the USDE guidance)	
Activity	Establish a before / after school program and summer school for increased academic learning time
Key steps	Hire personnel to fully implement this program. Keep the facility open for extra hours and availability for student access.
Start Date	August, 2011
Full implementation date	September, 2011
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Project Manger
Cost for three years	\$340,640
Transformation Intervention Model - 9	
Requirement(3B): Increasing learning time and creating community-oriented schools (B) Provide ongoing mechanisms for family and community engagement	
Activity	Provide staffing and computers for the community library for the parents and student to utilize for academic progress and communication with school personnel.
Key steps	Hire staffing and install computers in community library. Keep library open after school hours. Provide computer training for parents so they may have knowledge of student grades and attendance.
Start Date	August, 2010
Full implementation date	October, 2010
Person(s) responsible	Principal
Monitor and evaluate	Project manager
Cost for three years	\$50,500
Transformation Intervention Model - 10	
Requirement(4A): Providing operational flexibility and sustained support (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates	
Activity	Increase our staffing in our Pre-school to provide more one to one instruction. Research shows the need for pre-school and we have high school students who take their children to our pre-school. Update our

	classroom materials, staff training, and instructional materials necessary for our staff to complete our school improvement goals.
Key steps	Set up meetings and develop a working relationship with our local business. Hire personnel. Purchase necessary materials for these classrooms.
Start Date	August, 2011
Full implementation date	August , 2012
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Project Manager
Cost for three years	\$288,159
Transformation Intervention Model - 11	
Requirement(4B): Providing operational flexibility and sustained support (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)	
Activity	The ESU1 will provide our ongoing, intensive technical assistance and support. The ESU1 will provide Walthill with a data program to analyze our MAPS and NeSA data. Work with Richard Schoonover from the NDE in our school wide Title I program.
Key steps	Data team will receive ongoing training from the ESU1 on examining student data and making instructional strategies based on this data. Train staff members to maintain and sustain this key element for our school improvement process.
Start Date	August, 2011
Full implementation date	May, 2012
Person(s) responsible	Superintendent and Principal
Monitor and evaluate	Project Manager
Cost for three years	\$60,000
Transformation Intervention Model - Copy and complete as many as needed.	
Permissible Activities	
Activity	
Key steps	
Start Date	

Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

A.3. Action Plans for Tier III Schools

A Tier III school that is a Title I school in school improvement, corrective action or restructuring has an option to use the ESEA Section 1003(g) funds to support, expand, continue or complete the plan approved for the school's Title I Accountability Funds under Section 1003(a). If using this option, an Action Plan must be completed for each activity that the school is requesting funds.

The activities must be described with sufficient specificity for reviewers to see the connection to identified needs and the potential to produce outcomes that meet the purpose of these funds – to increase achievement and assist schools to exit the AYP improvement status.

Tier III – Improvement Activities (Copy and complete as many as needed)	
Activity	
Key steps	
Start Date	
Full implementation date	
Person(s) responsible	
Monitor and evaluate	
Cost for three years	

PART B. BUDGETS

Budget forms have been designed to assist the school in budgeting, by intervention model, for each of the three years of fun availability. Total amounts for each object code are calculated for each year and also transferred automatically to the three year Summary Budget and District Summary Budget form.

Budget forms are found in a separate EXCEL file at:
http://www.education.ne.gov/ARRA/School_Improvement_Grants.html

Appendix A.

Process and Definitions used in identifying the persistently lowest-achieving schools

Definitions for Nebraska

School shall mean the school as used for the elementary, middle and high school designations for AYP. This does not include Rule 10 (Accreditation) Special Purpose Schools or preschools. Students being served in programs are reported in the school where they would be attending.

Secondary school shall mean any middle, junior high or senior high.

Number of years shall mean three years.

Graduation rate means the AYP Graduation Rate data from all secondary schools that is averaged for the three latest years. The initial year of identifying the persistently lowest-achieving schools will use 2005-06, 2006-07 and 2007-08 data.

Performance Rank shall mean the total number of students in the “all students” group at the proficient level in both Reading and Math divided by the total number of students enrolled a Full Academic Year (FAY as defined for AYP) in Reading and Math to determine a percent proficient for each school.

Progress Over Time Rank shall mean the total number of students in the “all students” group at the proficient level in Reading and Math for the three latest years divided by the total number of students enrolled a Full Academic Year (FAY) in Reading and Math for the three latest years to determine a percent proficient.

Weighting shall mean the performance rank will be weighted (multiplied by two) and added to the progress over time rank.

Final Rank shall mean the combination of performance rank and the progress over time rank.

Persistently lowest-achieving schools (PLAS) Identification Procedure

Performance Rank

For the initial year (2008-09 AYP data) for all schools, add the numbers of students at the proficient level in Reading to the number of students at the proficient level in Math, then divide by the total number of students enrolled a full academic year (FAY as defined for AYP) in Reading and Math to get a percent proficient. Rank the schools by this percent proficient for a performance rank.

Progress Over Time Rank

For the latest three years (initial years are 2006-07, 2007-08 and 2008-09), add the number of students at the proficient level in Reading and Math, then divide by the

number of students enrolled a full academic year (FAY) for both Reading and Math for all three years to find a percent proficient. Rank the schools by this percent proficient for a progress over time rank.

Final Rank to Determine the Persistently Lowest-Achieving Schools

The performance rank is doubled before adding to the progress over time rank. Schools are then ranked to determine a final rank and the five or 5% (whichever is greater) schools are the persistently lowest-achieving schools in each Tier.

Graduation Rate

Using the AYP graduation data for all high schools in the state for the last three years (initially, 2005-06, 2006-07, and 2007-08), calculate a PLAS graduation rate using the AYP formula.

Appendix B

ESEA Section 1003(g) School Improvement Grants

REVIEWERS RATING AND CHECKLIST

District Name: _____

County/district Number: _____

Reviewer: _____

Reviewer: _____

Date: _____

Section 1. District Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
	Cover page signed by School Board President and Authorized Representative						
Part A. Schools To Be Served							
A.1.	List of schools with a Tier identified for each						
A.2.	Optional – Tier I or Tier II school from list already started						
Part B. Descriptive Information District Level							
B.1.	District Contribution						
B.2.	District Capacity						
B.3.	Lack of capacity to serve a Tier I school						
B.4.	External Providers						
B.5.	Alignment of Programs and Services						
B.6.	Modify Practices and Policies						
B.7.	Sustain Interventions after availability of funds						
B.8.	Annual Goals						
B.9.	District support for planning and intervention						
Part C. Budget							
C.1.	Optional description of proposed activities						

C.2.	Optional Budget page for district						
D.	Assurances						
E.	Waivers checked as appropriate						
TOTAL POINTS							
Comments:							

Complete Section 2 for each school included in the application.

Name of School _____ Tier _____ Intervention Model _____

Section 2 – School Level Information		Yes	No	NA	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
Part A. Descriptive Information School Level							
A.1. Analysis of Need							
a)	Student Achievement and Leading Indicators						
b)	Programs/Services Profile						
c)	Staff Profile						
d)	Curriculum/Instructional Practices						
e)	System Profile						
f)	Process						
A.2. Action Plans Complete by Intervention Model							
A. 3 Action Plan for Tier III							
Part B. Budget							
	3 years for each model						
	Summary Budget						

Checklist for TURNAROUND INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Pre-Implementation Activities</u>						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Turnaround model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the “supplement not supplant” requirement						
<u>Required Activities</u>						
(a)(1)(i) operational flexibility						
(a)(1)(ii) measure effectiveness						
(a)(1)(iii) increased opportunities						
(a)(1)(iv) ongoing prof. development						
(a)(1)(v) new governance						
(a)(1)(vi) data driven instructional program						
(a)(1)(vii) continuous use of student data						
(a)(1)(viii) increased learning time						
(a)(1)(ix) services & supports for students						
<u>Permissible Activities:</u>						
(a)(2)(i)(A) additional compensation						
(a)(2)(i)(B) system for measuring changes						
(a)(2)(i)(C) consent to accept teacher						
(a)(2)(ii) new school model						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for RESTART INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(b) Convert school or reopen as a charter						

Checklist for SCHOOL CLOSURE INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Required Activities</u>						
(c) School Closure						

Checklist for TRANSFORMATION INTERVENTION MODEL *AI = Already started or implemented	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
<u>Pre-Implementation Activities</u>						
Activities are reasonable and necessary						
Activities are directly related to the implementation of the Transformation model						
Activities address the identified needs						
Activities have promise for improving student academic achievement						
Activities meet the “supplement not supplant” requirement						
<u>Required Activities</u>						
(d)(1)(i)(A) replace principal						
(d)(1)(i)(B) evaluation systems for teachers & principals						
(d)(1)(i)(C) reward school leaders						
(d)(1)(i)(D) ongoing professional development						
(d)(1)(i)(E) recruit/retain staff with necessary skills						
<u>Permissible Activities:</u>						
(d)(1)(ii)(A) attract/retain staff with necessary skills						
(d)(1)(ii)(B) institute a system for measuring changes						
(d)(1)(ii)(C) mutual consent for hiring teachers						
<u>Required Activities</u>						
(d)(2)(i)(A) use of data for implementing program						
(d)(2)(i)(B) continuous use of student data						
<u>Permissible Activities:</u>						

(d)(2)(ii)(A) conducting periodic reviews						
(d)(2)(ii)(B) implementing schoolwide RTI model						
(d)(2)(ii)(C) provide additional supports/prof. Development						
(d)(2)(ii)(D) technology based supports/interventions						
(d)(2)(ii)(E)(1) increase rigor in secondary schools						
(d)(2)(ii)(E)(2) student transition						
(d)(2)(ii)(E)(3) increase graduation rates						
(d)(2)(ii)(E)(4) early-warning systems for at-risk students						
Required Activities						
(d)(3)(i)(A) strategies to increase learning time						
(d)(3)(i)(B) ongoing family/community engagement						
Permissible Activities:						
(d)(3)(ii)(A) partnering to create safe school environments						
(d)(3)(ii)(B) restructuring the school day						
(d)(3)(ii)(C) improve school climate and discipline						
(d)(3)(ii)(D) full-day kdg or pre-kdg						
Required Activities						
(d)(4)(i)(A) flexibility to increase graduation rates						
(d)(4)(i)(B) ongoing, intensive TA/support						
Permissible Activities:						
(d)(4)(ii)(A) new governance arrangement						
(d)(4)(ii)(B) budget weighted based on student needs						
AVERAGE POINTS FOR REQUIREMENTS						

Checklist for Tier III Schools with Title I Accountability Plans	Yes	No	AI*	Limited 1-5 points	Moderate 6-10 points	Strong 11-15 points
*AI = Already started or implemented						
Briefly list activities from the Action Plans						

AVERAGE POINTS						

Appendix C

Sample Budget Page for District Expenditures (optional)

NDE County District No.:

District Name:

Each eligible building must have a separate budget. Please enter the building name and NDE number on each budget in the designated cells.

List Below School(s) for which budgets are included and the model they will be implementing:

School Name

Model

NDE County District No.: 0

District Name: 0

DISTRICT-WIDE ACTIVITIES FOR YEAR 1 (2011-12)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for district-wide activities, including pre-implementation activities. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

NDE County District No.: 0
 District Name: 0

DISTRICT-WIDE ACTIVITIES FOR YEAR 2 (2012-13)

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for district-wide activities, including pre-implementation activities. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DISTRICT-WIDE ACTIVITIES FOR YEAR 3 (2013-14)

NDE County District No.: 0
 District Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for district-wide activities, including pre-implementation activities. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)							\$0
(2)							\$0
(3)							\$0
(4)							\$0
(5)							\$0
(6)							\$0

Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0
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DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

DISTRICT-WIDE ACTIVITIES COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)

NDE County District No.: 0

District Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
List below activities for district-wide activities, including pre-implementation activities. Funds budgeted here will be included in the maximum amount available per school. (\$2 Million per year)							
(1)	0	0	0	0	0	0	\$0
(2)	0	0	0	0	0	0	\$0
(3)	0	0	0	0	0	0	\$0
(4)	0	0	0	0	0	0	\$0
(5)	0	0	0	0	0	0	\$0
(6)	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 1 (2011-12)

NDE County District No.: 0
 District Name: 0
 NDE School No.:
 School Name:

Activity (See Instructions for Full Descriptions of Required and Permissible Activities)	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
Intervention Project Manager (Required)							\$0
Pre-Implementation Activities (Optional and may include (1) Family and Community Engagement activities, (2) Rigorous Review of External Providers, (3) Staffing, (4) Instructional Programs, (5) Professional Development & Support, and/or (6) Preparation for Accountability Measures)							\$0
<u>Required Activities</u>							
(a)(1)(i) replace the principal and grant operational flexibility							\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies							\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%							\$0
(a)(1)(ii)(B) select new staff							\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.							\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.							\$0
(a)(1)(v) new governance structure							\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned							\$0
							\$0

(a)(1)(vii) continuous use of student data to inform and differentiate instruction								\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time								\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)								\$0
<u>Permissible Activities:</u>								
(a)(2)(i) any required and/or permissible activities under the Transformation model								\$0
(a)(2)(i)(A) additional compensation								\$0
(a)(2)(i)(B) system for measuring changes								\$0
(a)(2)(i)(C) consent to accept teacher								\$0
(a)(2)(ii) new school model								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 2 (2012-13)

NDE County District No.:	0							
District Name:	0							
NDE School No.:	0							
School Name:	0							
Activity	100	200	300	400	500	600		
	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
(See Instructions for Full Descriptions of Required and Permissible Activities)								
Intervention Project Manager (Required)								\$0
<u>Required Activities</u>								
(a)(1)(i) replace the principal and grant operational flexibility								\$0

(a)(1)(ii) measure effectiveness using locally adopted competencies								\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%								\$0
(a)(1)(ii)(B) select new staff								\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.								\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.								\$0
(a)(1)(v) new governance structure								\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned								\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction								\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time								\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)								\$0
<u>Permissible Activities:</u>								
(a)(2)(i) any required and/or permissible activities under the Transformation model								\$0
(a)(2)(i)(A) additional compensation								\$0
(a)(2)(i)(B) system for measuring changes								\$0
(a)(2)(i)(C) consent to accept teacher								\$0
(a)(2)(ii) new school model								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

TURN AROUND MODEL BUDGET FOR YEAR 3 (2013-14)

NDE County District No.:	0							
District Name:	0							
NDE School No.:	0							
School Name:	0							
Activity	100	200	300	400	500	600		
(See Instructions for Full Descriptions of Required and Permissible Activities)	Salaries	Employee Benefits	Purchased Service / Lease Agreement	Supplies & Materials / Computer Software	Computer Hardware / Equipment	Travel Professional Development	Total for Listed Activity	
Intervention Project Manager (Required)								\$0
<u>Required Activities</u>								
(a)(1)(i) replace the principal and grant operational flexibility								\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies								\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%								\$0
(a)(1)(ii)(B) select new staff								\$0
(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.								\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.								\$0
(a)(1)(v) new governance structure								\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned								\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction								\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time								\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)								\$0

Permissible Activities:

(a)(2)(i) any required and/or permissible activities under the Transformation model								\$0
(a)(2)(i)(A) additional compensation								\$0
(a)(2)(i)(B) system for measuring changes								\$0
(a)(2)(i)(C) consent to accept teacher								\$0
(a)(2)(ii) new school model								\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

DO NOT ENTER INFORMATION IN THE BUDGET BELOW. IT IS DESIGNED TO TOTAL THE BUDGET FROM ALL 3 YEARS.

TURN AROUND MODEL COMBINED BUDGET FOR YEARS 1, 2, & 3 (2011-14)

NDE County District No.: 0
District Name: 0
NDE School No.: 0
School Name: 0

Activity	100 Salaries	200 Employee Benefits	300 Purchased Service / Lease Agreement	400 Supplies & Materials / Computer Software	500 Computer Hardware / Equipment	600 Travel Professional Development	Total for Listed Activity
(See Instructions for Full Descriptions of Required and Permissible Activities)							
Intervention Project Manager (Required)	0	0	0	0	0	0	\$0
Pre-Implementation Activities	0	0	0	0	0	0	0
<u>Required Activities</u>							
(a)(1)(i) replace the principal and grant operational flexibility	0	0	0	0	0	0	\$0
(a)(1)(ii) measure effectiveness using locally adopted competencies	0	0	0	0	0	0	\$0
(a)(1)(ii)(A) screen existing staff and rehire no more than 50%	0	0	0	0	0	0	\$0
(a)(1)(ii)(B) select new staff	0	0	0	0	0	0	\$0

(a)(1)(iii) increased opportunities for promotion & career growth, flexible working conditions, etc.	0	0	0	0	0	0	\$0
(a)(1)(iv) ongoing prof. development that is job embedded & aligned with the school's comprehensive instructional program.	0	0	0	0	0	0	\$0
(a)(1)(v) new governance structure	0	0	0	0	0	0	\$0
(a)(1)(vi) data driven instructional program that is research based and vertically aligned	0	0	0	0	0	0	\$0
(a)(1)(vii) continuous use of student data to inform and differentiate instruction	0	0	0	0	0	0	\$0
	0	0	0	0	0	0	\$0
(a)(1)(viii) establish schedules and implement strategies to increase learning time	0	0	0	0	0	0	\$0
(a)(1)(ix) services & supports for students (i.e. social-emotional & community-oriented)							
<u>Permissible Activities:</u>							
(a)(2)(i) any required and/or permissible activities under the Transformation model	0	0	0	0	0	0	\$0
(a)(2)(i)(A) additional compensation	0	0	0	0	0	0	\$0
(a)(2)(i)(B) system for measuring changes	0	0	0	0	0	0	\$0
(a)(2)(i)(C) consent to accept teacher	0	0	0	0	0	0	\$0
(a)(2)(ii) new school model	0	0	0	0	0	0	\$0
Totals by Object Code	\$0	\$0	\$0	\$0	\$0	\$0	\$0